

**The Report of the  
Accreditation Visiting Team**

**North Sanpete High School  
390 East 700 South  
Mt. Pleasant, Utah 84647**

**November 8-9, 2005**



**Utah State Office of Education  
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P.O. Box 144200  
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**North Sanpete High School  
390 East 700 South  
Mt. Pleasant, Utah 84647**

**November 8-9, 2005**

**UTAH STATE OFFICE OF EDUCATION**

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State Superintendent of Public Instruction**

**DIVISION OF  
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## **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, November 8-9, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of North Sanpete High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal John Ericksen is also commended.

The staff and administration are congratulated for their desire for excellence at North Sanpete High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at North Sanpete High School.

Patti Harrington, Ed.D.  
State Superintendent  
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9/8/2005

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Tammy Jorgensen ..... Supervisor, School Lunch

# **NORTH SANPETE HIGH SCHOOL**

## **ADMINISTRATION AND STAFF**

### **School Administration**

John W. Ericksen ..... Principal  
Jim Bowles ..... Assistant Principal

### **Counseling**

Chet Keisel ..... Counselor  
O'Dee Hansen ..... Counselor

### **Support Staff**

Brenda Aagard	Jeanene Custer	Tracy Larsen
Carol Fae Anderson	Mary Donaldson	Melanie Lee
Mike Anderson	Karyn Felix	Larry McIntosh
Teri P. Anderson	Angie Hafen	JoAnn Mollinet
Marilyn Bagley	Terri Heywood	Francine Neil
Jim Bean	Shirley Hilton	Greg Petersen
Gloria Black	Angela Ison	Becky Rees
Charlotte Clark	Kristie Ison	Karen Seely
Kerry Coates	Starla James	Lynn Shaw
Marion Cook	Clinton Kinsman	Sharalee Willardsen

### **Faculty**

Anna Aagard	BethAnne Chidester	Tina Mitchell
Kevin Allen	Sharon Christensen	Ben Morley
Paul Allred	Teresa Connelly	Richard Petersen
Nan Allsen	Ben Cox	Suzan Rasmussen
Kim Bailey	Roy Ellefsen	Ed Staker
Robert Beal	Jeff Ericksen	Jason Strate
Brad Bentley	Derek Farr	Elizabeth Tanner
Christy Bird	Cheryl Hadley	Brian Thompson
Enoch Brown	Ken Hansen	Weldon Wardle
Scott Butler	Dax Higgins	Nanette Watson
Sylvia Butterfield	Noelani Ioane	Mark Willey
Catherine Carney	Shawn Ledingham	
Diane Cheney	Andy Messersmith	

## **NORTH SANPETE HIGH SCHOOL**

### **MISSION STATEMENT**

**Instruct with Merit, Guide with Integrity, and Expect Excellence**

### **BELIEF STATEMENTS**

- Student learning is the chief priority of the school.
- Educational success begins with strong leadership – principals, teachers, counselors, and parents.
- A quality school has clearly defined standards.
- All individuals are accountable for their decisions and actions including students, parents, teachers, and administrators.
- Quality teachers are motivated to use proven instructional methods and research-based techniques.
- Challenges and accomplishments develop healthy values, self-esteem, and high achievement.
- The learning environment should be safe, clean and positive.



## **MEMBERS OF THE VISITING TEAM**

Paul O. Hansen, Olympus High School, Granite School District, Chairperson

Connie Good, Manti High School, South Sanpete School District

Gary Jensen, Milford High School, Beaver School District

Georgia Loutensock, Utah State Office of Education

# **NORTH SANPETE HIGH SCHOOL**

## **VISITING TEAM REPORT**

### **CHAPTER 1: SCHOOL PROFILE**

North Sanpete High School is located in Mt. Pleasant, Utah and draws students for the northern half of Sanpete County, a predominantly rural county in the central part of the state. It should be noted that some of the 701 students attending North Sanpete High School must travel 28 miles one way to get to school each morning. Many students spend a considerable amount of time commuting to and from school. The population of the school is reflective of Sanpete County as a whole. North Sanpete High School is predominately Caucasian, but has seen a steady increase in the Hispanic students in recent years and now serves many ESL students. The poverty level is 15.9 percent, well above the state's average. Forty-five percent of the students qualify for free and reduced-price lunch, and 23 percent have fee waivers.

North Sanpete High School had its beginning in two separate schools, Moroni High School and North Sanpete High School. Moroni High School was opened in 1912. A high school course was begun in Mt. Pleasant in 1908. The original North Sanpete High School was completed in 1912.

To improve educational opportunities, North Sanpete School District put into effect a program of consolidation in 1957-58. The junior high school was located in Moroni, and the senior high school, which included the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades, was located at Mt. Pleasant. The hawk was chosen as the new school emblem. The school colors selected were red and white, and a new school song was also adopted. During 1961, an extensive remodeling program of the North Sanpete High School building was undertaken. The building took on a new, modern appearance.

Beginning with the 1980-81 school year, the 9<sup>th</sup> grade was moved to the high school as the school district adopted the middle school concept. The class of '84 became the first class to graduate from North Sanpete as a four-year school. The new high school building at the current location was completed in 1985, and opened its doors at the beginning of the 1985-86 school year.

1991-1997 were years of increased student enrollment that required additional facilities to accommodate student learning and programs. Additional classrooms and restrooms, mobile classrooms, and a continuous learning center to facilitate adult education, provide credit recovery options for students, and house the EDNET distance learning program were added. Through the efforts of parents and the board of education, a building bond was approved for the construction of six additional classrooms and a multipurpose area. This project was completed by the start of the 1996-97 school year. Additional mobile classrooms have been added to accommodate student growth.

- a) *What significant findings were revealed by the school's analysis of its profile?*

Analysis of the data reveals incremental improvement in student performance on the State Core Assessments. Further disaggregation of the data based on gender and ethnicity would assist the school in identifying specific student populations that may be in need of additional support. From discussions with the administration and school leadership, the Visiting Team found that the staff has initiated the process of collecting student data and using the data to make decisions regarding school improvement, goals, staff development needs, and allocation of resources.

North Sanpete High conducted a perception survey of parents and students. The staff made a concerted effort to gather data from a representative number of students and parents. Analysis of the results reveals that the majority of students and parents who were surveyed felt that the staff, counselors, teachers, and administrators are doing good job providing a high quality educational program.

- b) *What modifications to the school profile should the school consider for the future?*

North Sanpete High School should continue its efforts to systematically collect and analyze pertinent student data to guide decisions made by the school and its stakeholders. In addition, the school should develop a clear plan of how it will continue to monitor and formatively assess the effectiveness of the action plans and DRSLs.

#### **Suggested Areas for Further Inquiry:**

- The Visiting Team recommends that the faculty and administration at North Sanpete High School develop additional effective means of communication with parents, community, and students. The Visiting Team recommends that the effectiveness of the school's efforts in this area be evaluated each year.
- The Visiting Team recommends that the staff develop a plan to continue to survey and monitor satisfaction levels among parents, teachers, and students as they move forward with the action plan.

## **CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

In meeting with parents, teachers and students, the Visiting Team found that parents, students, and administrators were all involved in the self-study to some degree. Focus groups and subcommittees were identified for the purpose of organizing, conducting, and developing the self-study; the focus group leaders provided direction and guidance for the process. Each focus group appeared to have representation from teachers, students, and parents. Each focus group identified strengths and areas for improvement within its respective area. This information is incorporated into the school action plan.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The Visiting Team found that the self-study produced by North Sanpete was candid and honest. Each focus group made recommendations that, hopefully, will be implemented into the school action plan. They did a good job of identifying strengths and clearly articulated their areas for growth. The Visiting Team was impressed with the thorough work done by the various focus groups.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

North Sanpete School's desired results for student learning (DRSLs) are as follows:

- ***Effective Communication***
  - Students communicate with others in a civil and respectful way to work toward a common goal.
- ***Employability***
  - Students acquire knowledge and skills to be successful in a variety of careers.
  - Students practice the democratic process to bring about positive change.
- ***Collaboration***
  - Students consider a variety of options when resolving a problem.
  - Students define goals and work to meet specific expectations.
  - Students assume the role as a leader or participant appropriately.
- ***Responsible Citizenship***
  - Students recognize how individual choices and actions affect self, family and community.
  - Students demonstrate integrity and dependability.

- ***Life Long Learner***
  - Students demonstrate personal responsibility for learning a personal development.
  - Students achieve high standards of literacy by the evaluation, interpretation, organization and synthesis of information.

### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The Visiting Team observed that the school has a functioning Community Council that was involved in developing the school's beliefs, mission statement, and goals. The council meets regularly at the school with teachers and administrators.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The Visiting Team saw evidence of commitment to the school beliefs and DRSLs. Signs were placed throughout the school and in various rooms that reflect the school beliefs and mission statement, including DRSLs. The Visiting Team found that teachers were conversant regarding the school's DRSLs, beliefs, and mission.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The Visiting Team found that generally the school mission and beliefs aligned with the school DRSLs. While students didn't appear to be familiar with the school's desired results for student learning, they did recognize the school's focused efforts on school improvement related to the rubric for continuous school improvement as outlined by the various focus groups. Students participated in the focus group discussions.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The Visiting Team found that each teacher has a copy of the State Core Curriculum and reviews it frequently to ensure compliance with Core Standards. The Visiting Team noted that standards within each classroom are clearly defined

and articulated in writing. Students are well aware of class requirements and grading standards in each class. Departments collaborate in defining and meeting core standards. There is a wide variety of course offerings available, as well as EDNET and concurrent enrollment classes. In addition to this, there are many multiple endorsements and certifications, as well as advanced degrees, among the faculty. The Visiting Team acknowledged that the quality of instruction and the dedication of the teaching staff are exceptional.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team found that there was effective collaboration within departments that was designed to ensure high quality, uniform, core-driven instruction. However, the Visiting Team suggests that there needs to be more cross-curricular collaboration between different departments to further enhance student learning. Both intra- and inter-departmental collaboration need to be expanded. In particular, the administration, teachers, and staff need to define and articulate a school-wide matrix or rubric for implementing writing effectiveness across the curriculum. This should include the Six Traits of Writing and other best practices, plus a written plan for inclusion in all classes.

The Visiting Team also recommends that disaggregation of standardized test and school-generated data needs to be enhanced and improved, and a written plan for continuing this process needs to be developed and put into place. Furthermore, the Visiting Team recommends that the school develop a plan for consistently evaluating and renewing the curriculum and ensuring that it is effective and consistent with the DRSLs.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team found that the teachers at North Sanpete High have worked to effectively design and implement a variety of learning experiences designed to engage and meet the needs of diverse learners. Instruction was tailored to meet the needs of students at different levels without “dumbing down” the content.

The Visiting Team observed that limiting announcements to passing times between classes helped preserve valuable instructional time. In most classes observed by the Visiting Team, students were actively engaged in a variety of learning activities. Many teachers used start-up activities to engage students as they arrived in class. These activities were used as introductions to the day’s lesson or as quick reviews of previous lessons to assess learning.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The Visiting Team observed a wide variety of instructional strategies, including hands-on activities, small and large group discussion, PowerPoint presentations by both students and teachers, direct instruction, etc. Teachers make excellent and appropriate use of technology in their classrooms. Wherever possible, special education and ESL students are mainstreamed into regular classes. Students were observed assisting other students with special needs.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The Visiting Team found that North Sanpete High School offers various clubs and organizations to support student learning. Many programs are available to students, including Power School, GEAR-UP (a federal grant program to track and work with cohort groups to encourage post-secondary education), peer tutoring, a program using tutors from the nearby Snow College, and work-based learning.

The Visiting Team was impressed that North Sanpete High School has a program where students are dismissed 1:44 p.m. on Mondays. On the first and third Monday of the month, teachers are available from 1:45 to 3:00 p.m. to assist students with deficiencies, homework, etc. Many students take advantage of this time. The other Mondays are set aside for teacher professional development.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

The Visiting Team observed that teachers were using a wide variety of assessment techniques in their classrooms, plus self-starter and bell ringer activities, as well as pop quizzes at the beginning of the period to immediately assess student performance. The Visiting Team also observed a number of informal assessment techniques. Usage of proven discussion and analysis techniques was evident as another form of assessment. Teacher-generated tests were observed throughout the school, and were much preferred by students because they realistically tested actual material presented in class. Expectations and requirements for each class were clearly articulated in writing. The Visiting Team found that, in general, students felt that they were made aware of expectations and requirements before all major tests and exams. The Visiting Team recommends that more school-wide analysis of standardized test assessment data and school-generated assessment data (such as surveys sent out to parents, staff, and students) periodically occur,

and that this data then be disaggregated and further examined. For example, an in-place system for tracking dropout rates and status would be beneficial.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The Visiting Team found that assessments were developed and performed using proven methods and practices that are in line with existing student performance standards, and that align with the DRSLs.

The Visiting Team recommends that the use of formative assessments be expanded. Formative assessments should be used for learning, to enhance effective instructional decision making, and not just to assess student learning achievement. These assessments are most helpful in aiding student comprehension and assimilation of the most critical concepts and skills students need to learn. Assessment data should then be used to formulate a method to ensure that action plan items will be reviewed, analyzed, and updated/expanded.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The Visiting Team found that school- and teacher-generated assessments have been designed, developed, and used in a fair and equitable manner. Students in general feel that they have adequate preparation for, and a clear delineation of, requirements and expectations for these assessments. The Visiting Team found that teachers rarely used textbook-generated formal assessments. They consistently strive to test students on what has been presented and discussed in class.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

North Sanpete High has an effective leadership team among both administrators and teachers. The Visiting Team observed that there is a positive school climate and a sense of shared purpose regarding school goals and school/student improvement efforts. Time has been allotted on a regular basis for students to receive the extra help they need, and also for staff development.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The Visiting Team observed that, in making decisions, the school administration solicited input from parents through surveys and direct communication. Teachers



are empowered to make instructional decisions within their departments and individual classrooms. The Visiting Team also acknowledged teacher comments regarding district-level support for school improvement. Staff members cited the new science lab as a direct result of district-level administrative support.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The Visiting Team found that the school staff uses state normed tests to measure student achievement. While formative instructional assessment was observed by the Visiting Team, there was very little reference to it in the self-study. The Visiting Team found that, although student attendance and academic achievement appear to be improving, additional forms of data need to be gathered and assessed to measure both instructional effectiveness and DRSL validity. The Visiting Team recommends that additional time be carved out to allow more collaboration between individual teachers, professional sharing, and reflection.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team recognizes that there is effective leadership at North Sanpete High School. The administration strives to facilitate instructional needs within the limits of the school's resources. The Visiting Team asked students about safety at school and the school climate. Students ranked their school very high in terms of safety and the school's concern for student achievement; attention to student needs and long-term success were also rated highly among students. Regarding the school dress policy, one young woman remarked, "We know what the dress standard is and we just follow it."

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The Visiting Team noted that resources are used to support the DRSLs and school mission statement. The Visiting Team recommends that all school resources be evaluated and aligned to the common goals reflected in the school's mission, beliefs, DRSLs, and action plan.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Visiting Team found that there was strong evidence that school leaders attempt to involve the community and stakeholders in making decisions. School

Community Council members who were parents seemed less conversant with the school's direction, and it is recommended that continued communication efforts be implemented to enhance communication among school, community, and parents.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team found strong evidence of a positive and productive sense of community among the students, staff and faculty. This supportive learning environment creates an atmosphere of acceptance and belonging where communication flows easily among stakeholders. Teachers and students are supportive and accepting of the special education students. Teachers modify curricula to ensure student learning, and students provide peer tutoring. Community Council members meet monthly to support the school and its mission, and act as conduits for information to parents and the community.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The Visiting Team found that the school actively engages parents and the community as partners in the learning process. Local newspapers publish articles on school news and student recognition. The booster club and PTA support learning through fund raising for needed school equipment and supplies, and local employers give students opportunities for work-based learning. North Sanpete High School students repay these community efforts by organizing community service projects throughout the school year.

The Visiting Team observed that faculty members utilize the PowerSchool component of the school website to inform parents about student performance. Information and training on this system needs to continue for ultimate effectiveness. Parents also need to be trained on how to access Power School as part of an ongoing effort to improve communication between the school and the home.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The Visiting Team found that the faculty commitment to continuous improvement and learning was evident in the profiles of the teachers and staff members. Forty-seven percent of the teachers have advanced degrees, and most have multiple endorsements and certificates. Professional development is offered twice a week at the school or district level. Teachers are encouraged and supported by the school and district administration to continue learning through workshops and conferences.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The faculty and administrators have shown their understanding of the change process throughout the accreditation process. They have improvement plans in place and have already implemented some of the action plans. Plans are in place for future meetings where this type of dialog can continue. The Visiting Team encourages departments to develop a plan to meet on a more consistent basis.

#### **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

##### **Standard I – Educational Program**

This standard is met. North Sanpete High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society. The Visiting Team was impressed with the wide range of courses offered.

##### **Standard II – Student Personnel Services**

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

##### **Standard III – School Plant and Equipment**

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere. The building and grounds are very well maintained.

#### **Standard IV – Library Media Program**

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information. The library media program at North Sanpete High School is exceptional.

#### **Standard V – Records**

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

#### **Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

#### **Standard VII – Preparation of Personnel**

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

#### **Standard VIII – Administration**

This standard is met. The administration of North Sanpete High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

#### **Standard IX – Teacher Load**

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

#### **Standard X – Activities**

This standard is met. North Sanpete High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

## **Standard XI – Business Practices**

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

### **CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The Visiting Team found that North Sanpete High School's action plan currently addresses several major concerns identified by various stakeholders, as well as critical areas for improvement. The entire staff is encouraged to focus its efforts on the areas articulated in the action plans that will have a direct impact on student learning and student achievement.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The Visiting Team found general commitment to the school action plan among teachers, administrators, and parents. Students also recognized that the school was working to improve instructional quality, breadth, and effectiveness.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The Visiting Team found that North Sanpete has developed a clear set of action steps aimed at implementing the DRSLs. However, the Visiting Team recommends that the school develop a means of continuous assessment to validate the effectiveness of the DRSLs and action plans. The Visiting Team felt that this step will be critical in maintaining the momentum of the school's current improvement efforts.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The Visiting Team commends North Sanpete High School for creating and fostering a positive school climate.
- The Visiting Team found evidence of a personal investment in maintaining and improvement a positive school environment.
- The Visiting Team commends the faculty at North Sanpete High School for the number of endorsements and certifications they hold, which are so beneficial in meeting the needs of students attending North Sanpete. The Visiting Team noted that 47 percent of the staff has earned advanced degrees.
- The Visiting Team commends the school administration for strong leadership and for empowering teachers to meet the diverse needs of their students.
- The Visiting Team commends the maintenance staff for the excellent maintenance, cleanliness, and appearance of the school.
- The Visiting Team commends the school district for the strong leadership and support it gives to North Sanpete High School.
- The Visiting Team was impressed with the new science lab that was made possible through collaboration between the school and district leadership.
- The Visiting Team was impressed with the broadness of curriculum offerings in relation to the number of students enrolled.
- The Visiting Team commends the staff members for their use of instructional technology in their classrooms. The efforts of the library media teacher are commended for successfully obtaining technology grants for the school.
- The Visiting Team commends the administration and faculty for providing regular times each month when students who need further assistance in enhancing their learning can get it.

### **Recommendations:**

- The Visiting Team recommends that there be additional technology support and training to keep up with advances in instructional technology.

- The Visiting Team recommends that the Community Council be involved in helping to create the staff development plan. This will further help parents understand the school mission and its relationship to learning.
- The Visiting Team recommends that more time be made available for collaboration among teachers and sharing professional research.
- The Visiting Team recommends that the school develop an effective plan for continuous evaluation and school improvement that will ensure that the momentum of school improvement continues over the next six years.
- The Visiting Team recommends that the school's stakeholders continue to analyze school data in making further decisions aimed at achieving the school mission and goals.
- The Visiting Team recognizes that there is a limited amount of time for staff development, but recommends that there be some time allocated for department heads to meet and assess whether there is effective instructional alignment within their individual departments.
- The Visiting Team recommends that there be a clearer plan for how the school will implement the Six Traits of Writing across the curriculum and evaluate their effectiveness.
- The Visiting Team also recommends that the school continue to work to maintain the positive, safe school climate at North Sanpete High School.
- The Visiting Team encourages the school to continue to encourage parental involvement in SEOP and parent-teacher conferences.
- The Visiting Team recommends that the school continue to improve and enhance the effectiveness of communication between the school and the home. Continuing to provide parents with information regarding accessing Power School, the DRSLs, the school mission, student attendance, expectations, and calendar items should be an ongoing goal.
- The Visiting Team recommends in the absence of a PTSA organization at North Sanpete High, that student representation on the School Community Council be seriously considered and pursued.